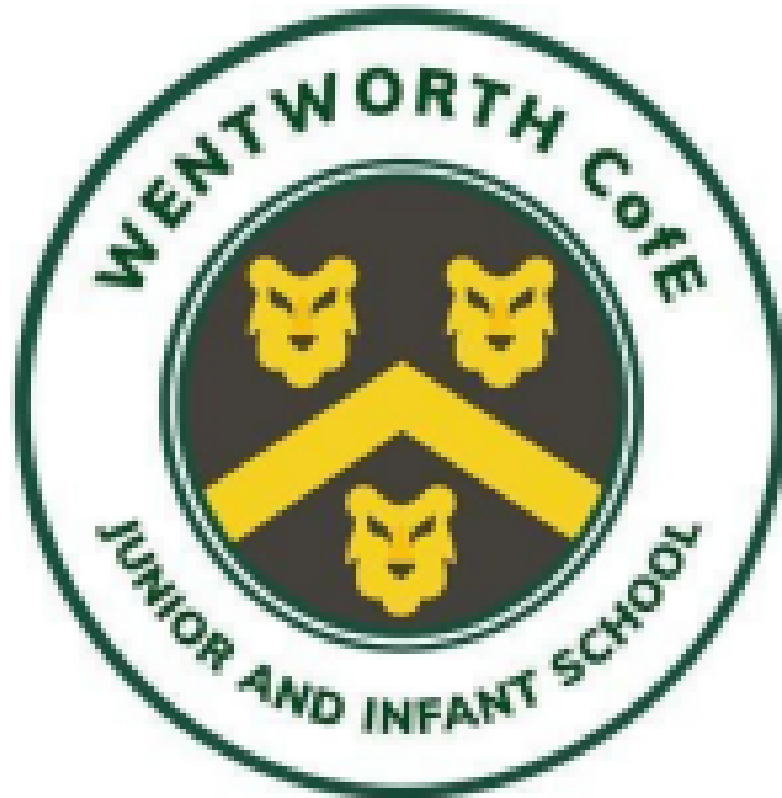




White Woods
Primary Academy Trust



Behaviour Policy

Written by Gemma Platts

Date Oct 2025

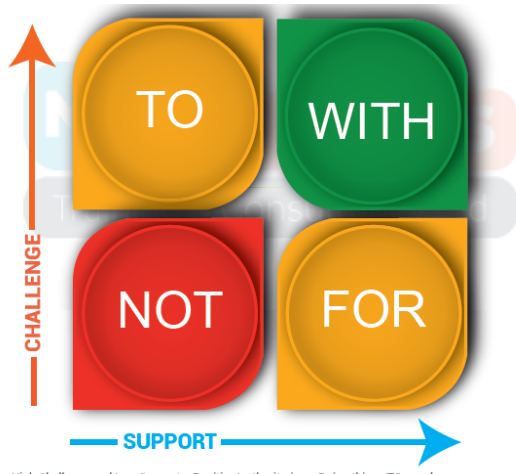
Review Date October 2026

1.Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Wentworth C of E Junior and Infant School are committed to creating a learning environment where all of our children, from any background, will be supported to excel both academically and socially, developing the skills of lifelong learners.

Our approach is grounded in the belief that strong relationships are at the heart of excellent behaviour. We prioritise relational practice – building, maintaining and restoring connections – because we know that trust and respect underpin a positive learning culture. Through restorative approaches, we work with pupils to repair harm and rebuild trust.

We use the Social Discipline Window as a core framework for our approach to behaviour. This model helps us to balance high expectations with high levels of support, ensuring that we work *with* children rather than doing things *to* or *for* them, or neglecting to address issues altogether. By adopting this restorative and relational stance, we enable children to take responsibility for their actions, repair harm where it has occurred, and learn how to make positive and appropriate behaviour choices.



All schools in the Trust adopt this shared philosophy and framework, while contextualising their approach to reflect their community and ethos.

1. Aims

- To create safe, inclusive schools where all pupils can learn and thrive.
- To ensure behaviour expectations are clear, fair, and consistent across the Trust.
- To ensure that excellent behaviour is the minimum expectation for all.
- To help learners to self regulate their behaviour and be responsible for the consequences of it.
- To use behaviour incidents as opportunities to teach, repair, and restore.
- To support children through a graduated response where needs are more complex.

2. Legal and Policy Framework

This policy aligns with:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- DfE (2016) Behaviour and Discipline in Schools
- DfE (2018) Mental Health and Behaviour in Schools
- Keeping Children Safe in Education (2025)

Linked policies:

- Trust Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Positive Handling/Use of Force Policy

4. Roles and Responsibilities

Trust Board

Approves and monitors this policy across all schools.

Holds leaders to account for implementation, compliance, and analysis of behaviour data.

Local Governing Bodies (LGBs)

Monitor implementation in their school.

Ensure policies reflect Trust rules and local values.

Champion stakeholder voice (pupils, staff, parents).

Trust Inclusion Team

To offer guidance and support to school leaders.

Provide professional development.

Monitor and analyse Trust behaviour patterns.

Headteachers & Senior Leaders

Lead the implementation of this policy.

Ensure staff are trained in restorative and relational practice.

Report regularly to LGB and Trust on behaviour trends and interventions.

Authorise suspensions/exclusions in line with Trust policy.

SENDCO

Ensure pupils with SEND/SEMH needs are supported through graduated response.

Lead on IBPs, one-page profiles, and liaison with external agencies.

All Staff

Model positive behaviour and relational practice.

Apply the rules, routines, and graduated response consistently.

Use restorative conversations to repair harm and build relationships.

Record incidents accurately and promptly.

Pupils

Take responsibility for their behaviour and learning.

Engage in restorative conversations when things go wrong.

Parents and Carers

Support school expectations and values.

Engage in restorative actions and support behaviour plans where needed.

Raise concerns respectfully through the correct channels

Well being lead

Promotes a positive school culture that prioritises emotional wellbeing and mental health as key foundations for good behaviour and learning.

Develops wellbeing interventions for pupils

Acts as a link between behaviour management and pastoral care,

Supports pupils in developing self-regulation skills, empathy, and resilience

Liaises with parents, carers,

5. Racism, Homophobia, Bullying and serious incidents.

Racism - Our school community rejects and opposes racist behaviour. Any child found behaving in a racist manner will be addressed immediately and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Board/Trust will be informed of any racist incidents.

Homophobia – Our school community actively promotes respect, inclusion and equality for all. We challenge homophobia in all its forms, recognising that it has no place in our school. Staff model inclusive language and behaviour, and children are taught to value diversity and difference. Any homophobic behaviour will be addressed immediately, with parents/carers informed and appropriate support given to those affected. We record all incidents and use this information to inform our ongoing work in creating a safe and respectful environment for every member of our community

Bullying - Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See School's Anti Bullying Policy.

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another or a group or others, and usually forms a pattern of behaviour rather than an isolated incident. Bullying or other forms of harassment can make pupils' lives unhappy and can hinder their academic progress. All reports and acts of bullying must be confronted .

1. In the first instance , the teacher needs to talk firmly to the aggresses
2. A repeat of the incident needs to be repeated to the head teacher who will then see the learners involved.
3. Parents will be contacted and at times invited in for repeated bullying or extreme incidents of bullying.
4. In extreme circumstances exclusion may be used.

All staff must talk to the children about bullying and it must be constantly on the agenda during morning assemblies and PSHE lessons.

Suspension and exclusion is used as a last resort. Only the headteacher, head of school or acting headteacher, can suspend or permanently exclude a pupil from school. In the event of suspension or exclusion the Trust's exclusion policy is applied.

6,Use of reasonable force.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit, where necessary and appropriate.

Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Please refer to the DfE guidance: Use of reasonable force advice for school leaders, staff, and governing bodies.

At Wentworth C of E Junior and Infant School we have staff that have been trained in the Team Teach approach. The strategies in this approach promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention. Staff are equipped with the ability to de-escalate situations which may include the use of physical intervention. These interventions are to reduce risk but are not without risk and there are working realities and likely consequences when individuals are involved in an incident involving use of force.

All incidents of use of reasonable force or physical intervention are logged on CPOMs and communicated to parents/carers as soon as reasonably possible.

Beyond the school gate

Staff will address and deal with any incident that :-

Takes part in any school organised or school related activity or travelling to or from school which -

- Occur whilst the individual is wearing school uniform in some other way identifiable as a learner at Wentworth C of E Junior and Infant School
- Occurs at anytime, whether or not the conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public could adversely affect the reputation of the school.

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy.

The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves;
- or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Electronic devices

All members of staff can use their power to search without consent for any of the items listed above.

Confiscation:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

7. Graduated response to behaviour**Wave 1 – Universal (for all children)****High-quality relational practice and inclusive teaching**

- Clear routines and expectations consistently applied.
 - Modelling of positive behaviours by adults.
 - Daily relational practices (e.g. greetings at the door, check-in/check-out circles).
 - Recognition, praise, and reinforcement of positive behaviour.
 - Restorative language embedded in everyday conversations.
 - Preventative strategies: seating plans, scaffolding, regulation breaks, predictable transitions.
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- *Aim: to create a safe, supportive climate where most pupils thrive without additional intervention.*

Wave 2 – Targeted (for some children)**Additional, time-limited support for pupils with emerging behaviour needs**

- Restorative conversations following incidents.
 - Increased adult check-ins and mentoring relationships.
 - Individual behaviour or regulation plan (shared with child and parents).
 - Short-term, structured interventions (e.g. small-group social skills, nurture groups).
 - Enhanced home-school communication to support consistency.
 - Flexible responses (e.g. adapted routines, access to a calm space).
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- *Aim: to address patterns of behaviour early and prevent escalation.*

Wave 3 – Specialist (for a few children)

Personalised, intensive, and multi-agency support

- Individualised behaviour and regulation plan, regularly reviewed.
- Risk assessments and safeguarding planning where necessary.
- Involvement of external professionals (e.g. EP, CAMHS, behaviour support services).
- Bespoke timetables, curriculum adaptations, or alternative provision.
- Close partnership with parents/carers and agencies to provide wrap-around support.
- Clear graduated consequences where safety is at risk (e.g. internal exclusion, suspension), always followed by restorative work.

Aim: to support children with the most complex needs to remain included and succeed, balancing their

8. School rules and expectations



Resilience	• We learn from our mistakes and keep trying, even when things are challenging. • We stay positive and manage our emotions in a healthy way. • We ask for help when we need it and look for solutions instead of giving up.
Respectful	• We use kind and polite language with everyone in our school community. • We listen when others are speaking and value their opinions. • We treat people, property, and our environment with care. • We recognise everyone's right to feel safe, heard, and included.
Reciprocity	• We work together and support others so everyone can achieve success. • We listen to different ideas and consider other people's perspectives. • We share our knowledge and encourage others to do the same. • We understand that helping others creates a positive learning community.
Resourceful	• We use different strategies and tools to solve problems independently. • We think creatively and try new approaches when things don't work the first time. • We ask questions, explore, and use what we already know to help us learn. • We value curiosity and keep searching for answers.
Responsibility	• We take ownership of our actions and choices. • We look after our belongings and our school environment. • We stay organised and take responsibility for our learning. • We admit when we are wrong and work to fix our mistakes.
Reflective	• We take time to think about our learning and our choices so we can improve. • We listen to feedback and use it to grow and do better next time. • We celebrate what went well and identify what we can

	work on. ● We set goals for ourselves and think about the steps we need to take to achieve them.
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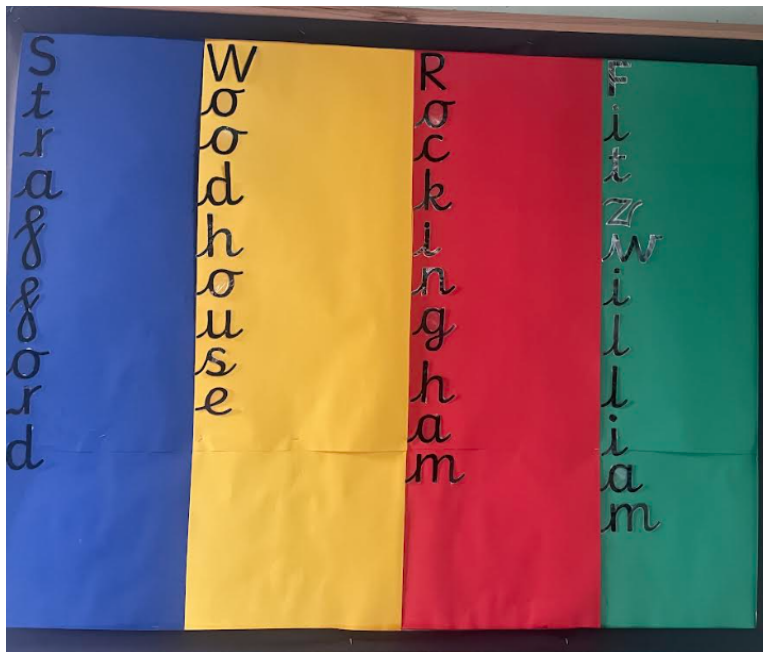
Consistency in practice

1	<u>Verbal and non-verbal reminders</u> Reminders will be given e.g. eye contact, a private reminder or a strategic intervention (moving a child).
2	<u>Warning 1</u> More emphasis is placed on the warning - maybe include a positive and 1 minute of attention to help the child to be back on track. Use positive but affirming language e.g. "Talking over someone is not showing respect. I need you to stop now. Thank you" You may wish to remind them that persisting will result in them speaking to you about it later. This approach is gentle, personal, side-on to the child / eye level (where possible). Walk away and give take up time for the child.
3	<u>Warning 2: Low-level Restorative</u> If the child persists, teacher explains this is their second warning. A calm discussion takes place when appropriate and away from all other children (e.g. play). This is short and to the point. We resist endless discussions around behaviour and spend our energy returning learners to their learning. There may be a logical consequence after the conversation e.g. catch-up on missed learning or apology.
4	<u>Turn-around</u> If the steps above are unsuccessful and the learning continues to be disrupted by the child, they can be given "Turn around time" and are told, "I am giving you the opportunity to turn around so that you are ready to come back to your learning." Children undertake the turnaround either in the class next door, an agreed space or with SLT/Pastoral. This includes completing their sheet. Restoration and reflection takes place in their own time.

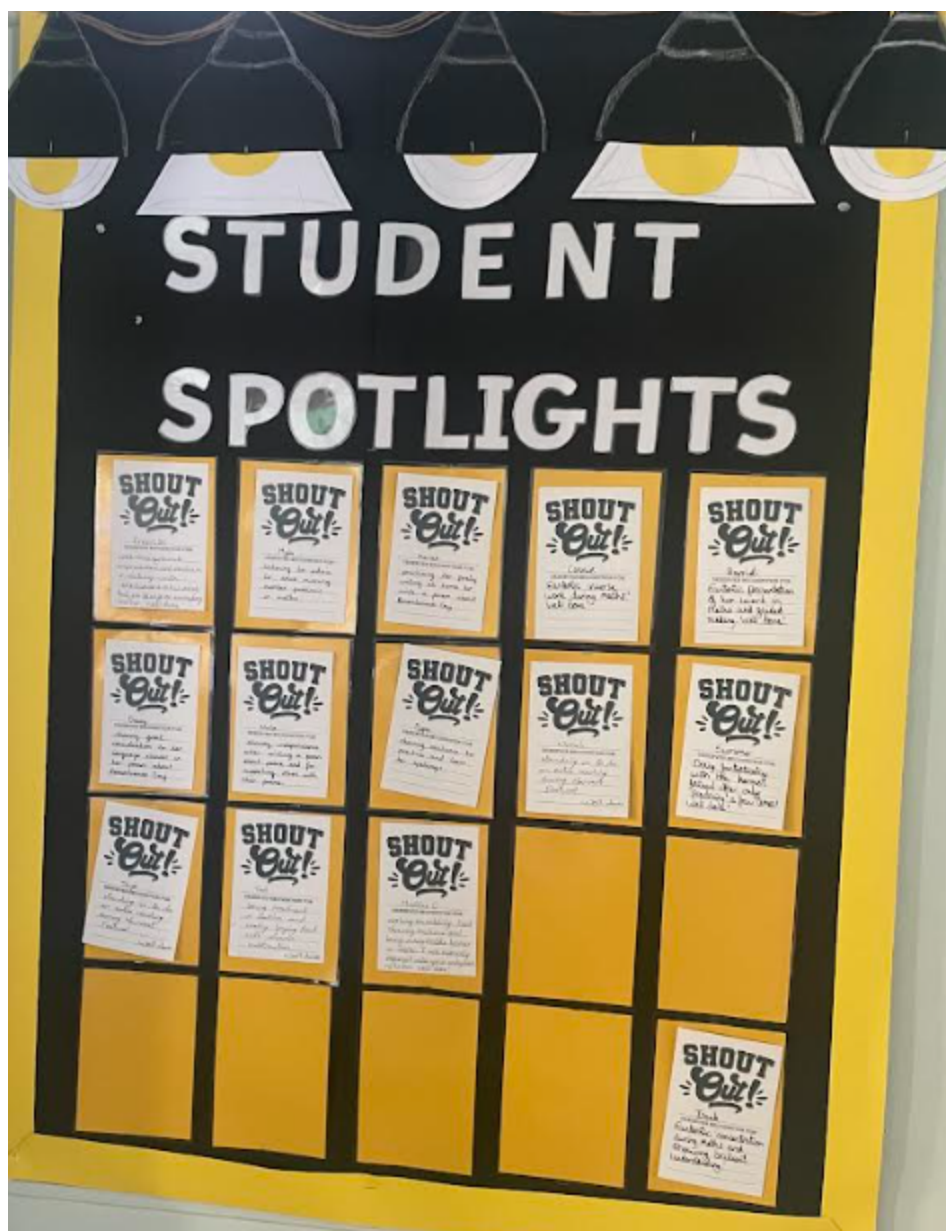
Behaviour Support (Removal from class)

If the child refuses or the behaviour escalates, the member of staff may radio for support. This may be for the teacher/team to regulate or remove the child whilst SLT/Pastoral supervise the class. If severity of behaviour requires, SLT and/or Pastoral Lead will remove using a script such as: "I am here to help. You talk and I'll listen. Come and sit with me." Staff are to inform SLT/Pastoral Lead what has happened. The child can be removed and taken to an agreed space to regulate. The child is reminded that time wasted by refusing to leave will be added to their consequence. The child completes a reflection sheet with SLT or Pastoral Lead. The child remains with SLT or Pastoral Lead to complete that lesson. This is supervision and not intended to be 1:1 support as this could fuel behaviour. Emphasis is that they will catch up and complete learning which may include time during play or dinner. In agreement with the teacher, there is a restorative chat and logical consequence put in place. This may require TA, SLT or Pastoral Lead stepping in to support covering the class.

9. Rewards



We have four house teams. Children collect points for behaviour and academic achievement throughout the week. Scores are shared in celebration assembly. At the end of each half term the winning house receives a reward.



Throughout the week 5 children from each class receive a shout out card for a positive act. At the end of the week these are shared in our celebration assembly and taken home.

10. Monitoring and Recording.

Across the Trust all school log behaviour on Arbor or CPOMs if the incident is serious, this allows schools and school leaders to analyse patterns of behaviour and ensure that children are being appropriately supported.